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| Improving Performance | **In all Year Levels:**  
- Students show a gain in achievement over the year.  
- By end Sem 2 - 70% A and B; <5% D or E | **In all My Classes:**  
- I know my learners  
- I use the MacLesson to provide a common template  
- I use learning goals in all lessons  
- I use the ladder of improvement and explicit strategies to move students from B to A etc | Implements a whole school approach to reading, writing and numeracy.  
- Targeted specialised programs and resources using GRG for students at risk.  
- Explicit teaching of the requirements of reading and writing. |
| In Senior: |  
- 100% students graduate with a meaningful pathway and a QCE/QCIA  
- >90% QTAC applicants receive an offer  
- OP 1 – 15 85% | **In my Senior Classes:**  
- Dimensions 3 and 4 are explicitly linked to CCE’s and implementation reviewed and monitored.  
- I use Data Walls to know how students are tracking | Actively uses data  
- Uses data placemats to measure gains and include strategies for further improvement.  
- Sets and monitors class targets that align to school targets.  
- Refines and improves data collection and analysis to concentrate on knowing the learner before planning and delivering curriculum. |
| In Junior: |  
- All eligible students reach National Minimum Standard in reading and numeracy or have a plan to do so.  
- An improvement is shown with Yr 7 & 9 students on their 5/7 NAPLAN results.  
- 20% will be in the upper 2 bands in 7 & 9 Naplan results.  
- A reduction in ‘N’ ratings across all faculties to address only medical and family issues. | **In my Junior Classes:**  
- Every student has improved their numeracy, reading, comprehension, writing, spelling and grammar and punctuation.  
- Every student is moving towards or above the National Minimum Standard in numeracy and reading.  
- I use the Greenbook for further graphic organisers to assist my learners.  
- I engage with strategies to address Dimension 2 as a faculty priority.  
- I use Data Walls to know how students are tracking | Obtains feedback on teaching:  
- Invites collegial and supervisor written feedback on lesson observations, using the RFOP and linked to DoL.  
- Acts on feedback from multiple sources. |
| | | **Improves teaching capabilities:**  
- Formally collaborates with a team leader to record development goals in DoL, literacy, numeracy and one other key area through the Annual Teacher Review Process.  
- Formally reviews and adjusts these development goals based on results linked to pre-agreed indicators for success. |
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| **Learning** | All students improve their learning behaviours and effort.  
- >85% A or B for Behaviour, > 80% A and B  
- Effort  
- All teachers engage in our intensive training with DoL focussing on teacher knowledge. | • My students demonstrate effective  
behaviours and effort.  
• My students complete the ladder of  
improvement.  
• I am using the pedagogical framework (DoL) more effectively  
• I can articulate and show examples of the  
improvements in the effectiveness of my  
teaching.  
• I have worked collaboratively to guarantee  
high quality outcomes for all my students.  
• My classes are taught the defined curriculum  
and I collect data to inform and differentiate  
my practice.  
• I process annotated exemplars with  
students. | **Goals:**  
- Explicitly set high expectations for behaviour  
and effort.  
- Use the ladder of improvement  

**DoL Framework as a Common Language**  
- Explicitly labels and helps students understand the learning process  

**Curriculum**  
- Knows ACARA/C2C requirements and implements curriculum intent.  
- Uses exemplars for all assessment. |
| **Positive culture** | • There is a very strong culture of learning amongst all staff.  
- Attendance rates are > 96%  
- CEP is used to develop academic and social wellbeing of all students. | • I use faculty meetings to guide my  
development.  
• I use professional learning to improve my  
practice.  
• My students want to attend my classes.  
• I own the development of student well-being  
through the Curriculum Enhancement Program and ensure differentiated  
instruction. | • I engage in the Griffith University PD or the  
Professional Learning provided by the school.  
- I monitor and follow up on any students who  
are absent and when necessary link them with the support group network.  
- I balance high demand of workload for students and extra curricula activities with  
high levels of support in the classroom.  
- I act on feedback from multiple sources, including past students, to gauge the  
effectiveness of our school to successfully engage with post school options. |